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ABSTRACT

The "All Means All School-to-Work Project" was a 3-year federally-funded collaborative between the Institute on Community Integration and the Minnesota Department of Children, Families and Learning. The Project was dedicated to finding out what works for all learners when it comes to access, benefit, participation and choice within school-to-work opportunities. The phrase "All Means All" essentially means "including all learners" or, in part, ensuing every learner has the chance to participate in any school-to-work opportunity that will help the learner reach his or her goals and dreams for the future. This document represents the only 4 issues of the newsletter published as a part of this Project between the years of 1998 and 2000. Articles highlighted in these four issues include: "Opening the Future to All Learners"; "Providing Access and Benefit to All Learners"; "Helping Students Lead the Way"; "Creating a Climate of Welcome"; "Learning from Experience"; "Resume Writing: Sharing Your Life Story"; and "Building Resumes in the Classroom." (AA)

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School to What? 1998-2000
All Means All

Fall-Win 1998-2000

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UNIVERSITY OF MINNESOTA

school to What?

Fall 1998

What's Inside

Opening the Future to All Learners
Award-Winning School-to-Work Sites
Providing Access and Benefit to All Learners
School-to-Work Resources

Opening the Future to All Learners

School-to-work. School-to-careers. School-to-life. School-to-what?! No matter how we define the process that takes each of us from school out into the world, we all have one thing in common — we want to be happy and satisfied with our choices. Making the transition from school to a career and to life in general can be tough. No matter who we are, where we come from, or what we choose to do the choices we make as we grow in our development will affect the quality of our lives forever.

Making the journey from infancy to adulthood can at times have an excruciatingly narrow focus, especially within the school-to-work movement. School-to-work emphasizes career development; work experience; connections between schools, community partners, and business; and lots of hands-on learning to top the whole thing off. We are ultimately trying to achieve a better outcome—to have more successful results for all learners. However, there is one thing we seldom stop to consider. Making the move from school to adult life is about much more than career development — it's about developing a life!

Making life choices does not occur in isolation, but is based on a multitude of experiences and conditions — family values and history, ethnic and cultural background, socioeconomic status, gender, personality, talents and interests, friends, social experiences, faith traditions, and much more. Few of us would want to be described by only one part of our experience, such as

being a learner who is gifted or a learner with a disability. Each of us represents an intricate, multi-dimensional story and our stories are extremely important in guiding the path that we take through our school-to-work opportunities.

If we are to be truly successful through our efforts within the school-to-work initiative, we must start to look at each learner as an individual and to learn about them as a person, above all else. Each learner we work with is in need of our care, our guidance, and our understanding of what is really important to them and to their future. School-to-work provides a unique opportunity to not only build relationships, but to help learners build their individual skills, strengths, talents, and dreams.

—In creating school-to-work systems, we would be wise to find multiple ways of connecting learners with *any* opportunity that supports their individual goals and dreams. Each school-to-work opportunity that we build as part of our system should have benefit for every learner within our system. Each individual learner deserves a chance to access and try any opportunity that they believe will further their chances of being successful.

—Unfortunately and more often than not, we base the options provided to each learner on our preconceived ideas about their abilities and potential, as well as the limited options we have developed, rather than on individual choice. This can interfere with our ability to offer equal opportunity and access to all.

—If we are to create a future in which all members of our communities are equally valued and valuable, then we must begin to make change happen. We must learn to let go of turf issues and work together as partners to be creative, flexible, and open to the possibilities. We must let go of the fear that as more learners have access, it will mean less benefit for everyone. We must make time to discuss how the work we are doing can benefit everyone and we must question our motives for offering certain options to certain learners, and not to others. Most of all, we must let go of old stereotypes.

—Including all learners in school-to-work is really about supporting and advocating for freedom of choice: The freedom to choose our own path and goals for the future, and to be cheered on as we strive to take each step that will lead us to our dream. This is what it *really* means to provide access and benefit to *all* learners in school-to-work opportunities!

Award-Winning School-to-Work Sites

The All Means All School-to- Work Award is sponsored through a federal grant project focusing on finding model strategies that ensure access and choice for all learners in school-to-work. All award profiles are available on the project Web site (*www.ici. coled. umn.edu/all*). This issue of *School toWhat?* highlights two of our current award sites.

Winnacunnet Cooperative High School

When principal Roberta Neuman arrived at Winnacunnet High School in 1988, it was clear to her, the superintendent of schools, and a supportive school board that two changes were necessary: The school needed to be restructured to a model of schooling that would motivate *all* students, and teachers needed to be retrained in methodologies that would address all learning styles. The Career Paths curriculum adopted by the school was part of the answer.

The curriculum includes the following components —

- comprehensive guidance and counseling program
- activity-based instructional methodology in a related instructional curriculum
- high performance standards for all students
- a greater number of students in secondary vocational-technical opportunities
- career majors articulated with appropriate post-secondary programs
- dissemination of the program as a model to other schools within the state and region

Career Paths was developed over several years following a master plan for school restructuring. Recognizing the limitations of a strategy that separated students into categories, consensus was reached that the plan must be for *all* students, with opportunities for flexibility as appropriate for each learner. The school phased this curriculum in over a four-year period, making it possible to address the critical needs for retraining staff and for minimizing the stress on students dealing with graduation requirements from two separate curriculum models.

Evaluation of the strategy has been done by interviewing counselors, teachers and students. Annual surveys of participating students have indicated awareness of more career options available to them. Student Career Plan Portfolios also evidence more

thoughtfulness, reflection, and more focused career preparation through Career Paths. Through both student internships and teacher externships, links with work-based learning are more clearly defined.

For more information on the Career Paths program, contact Paul Cuetera, Coordinator, Winnacunnet Cooperative High School, Alumni Drive, Hampton, NH 03842, (603)926-3395 x 262 or email cuetara@ winnacunnet.k12.nh.us.

Metropolitan Regional Career and Technical Center (The Met)

The overall goal for developing The Met was to provide the state and nation with a new vision of secondary schooling: close relationships with adults, real work of consequence, and individualized education emanating from what's meaningful to students. Its daily mission is to prepare 95 ninth and tenth grade students for responsible, productive adulthood.

—The Met is a laboratory for a statewide effort to improve secondary education. It prepares all kinds of students for careers, college, and citizenship using strategies that capitalize on the knowledge that adolescents are powerfully motivated to learn in the context of real work, in areas of personal interest. To help students progress towards graduation requirements through real work of personal relevance, the Met curriculum is developed one student at a time. Every student has a learning team including the student, his/her parents or guardians, an advisor-teacher, and a workplace mentor. It meets regularly to build an individualized program. Central to every student's program is a long-term internship in a workplace with an adult mentor, called an LTI (Learning Through Internship). All Met students spend about two full school days per week at their LTI site, accomplishing real work that benefits the organization, but that also promotes the learning of important general skills such as reading, algebra, and empirical reasoning. LTIs are arranged for individual students based on their interests, and students stay at a site as long as the experience is productive for them.

—The Met doesn't "track" students into static groups, steer them away from particular work sites, or otherwise restrict their opportunities because of their abilities. And students aren't graded or compared. Instead, detailed narrative reports and frequent communication among student, advisor, parent, and mentor keep all informed about the student's progress.

For more information on The Met, contact Dennis Littky, Sheppard Building, Room 325, 80 Washington Street,

Providence, RI 02903, (401)277-5046.

Providing Access and Benefit to All Learners

School-to-Work officially began with the passage of the School-to-Work Opportunities Act in 1994. The Act says everyone — regardless of their gender, socioeconomic status, disability, race, or any other civil rights issue — has the right to participate in school-to-work opportunities. All 50 states now have implementation grants to create statewide school-to-work systems. What we *do not have* are school-to-work systems that provide equal opportunity, freedom of choice, and individual planning for every single learner.

So, how do we start down this often rocky road of working to provide access and equal opportunity to all learners? Below are some possible points of departure —

- **Develop an all learners team on your local school-to-work partnership**. This team can lead the way for your community when it comes to including everybody in school-to-work. Have them work on the following steps.
- **Define "all learners."** Your partnership must share a common definition of what you truly mean by "all learners." Should a line be drawn as to who can participate and who cannot? What is your vision for your school-to-work system when it comes to serving all learners? Before you can move forward, your partnership must discuss this issue.
- **Develop three lists.** List the learners you are currently serving through school-to-work. Then list the learners you are currently struggling to serve. For this second group, develop a list of barriers that affect their ability to participate. Barriers should be systemic, environmental, or attitudinal — not based on preconceived ideas about certain learners' potentials or abilities. Do you see any similarities among the different groups? What is the number one reason why these learners are not participating? Your team needs to come to consensus on the answers.
- **Brainstorm possible strategies.** For each barrier, brainstorm a list of possible strategies that could help. Try the most simple, common sense approach. Why is your school-to-work system successful for the learners currently being served? Could these same

things work for learners not being served? What needs to happen within your *system* in order to provide access and benefit for all learners?

- **Develop a simple action plan.** Based on the barriers and strategies identified, develop a simple action plan that includes basic, initial steps that can be taken to begin providing access. Include individual and team responsibilities for your partnership, as well as time deadlines and next steps. If you run into trouble with achieving your plan, agree to be flexible. Change your plan when necessary and adjust your goals according to progress made. Remember, Rome wasn't built in a day!
- **Establish a state-level leadership team.** Recruit local partnership members to serve on a state All Learners leadership team. This team can work at a state level to support and enhance the efforts of those at the local level. The state of Minnesota is currently doing this, and will use this team to provide a place for partnerships to network and support one another, to provide guidance, and leadership, to develop new resources and trainings, and to support the local efforts of school-to-work partnerships.

Learners are not one dimensional. Each of us has many different layers that work together in creating who we are. No one learner is only a gifted learner, a learner of color, a learner with a disability, a learner who is retired, or a learner in a correctional system. Additional questions your school-to-work partnership and state system may want to discuss include —

- How does your school-to-work system and partnership define or categorize learners? How does this affect the school-to-work options they have access to?
- Do you have mechanisms in place to support learners to participate in an option that is not designed just for them?
- How does your staff work together to ensure that *all* learners can be successful within experience of their choice?

It is important to have a very good understanding of how your system is designed to address the individual goals, dreams, and wishes of each learner while at the same time emphasizing their skills, talents, and areas where they may need some support.

--Learning to look outside the boxes in which we work is difficult, but it can be done. Working together to ensure that every option we develop is relevant, meaningful, and accessible to every single learner is not only challenging, but worthwhile. Challenge yourself to get involved, to think outside your box, and to be an advocate for making sure that every learner has the ability to make a choice!

For more information contact Pam Stenhjem, All Means All School-to-Work Project at (612) 615-3863, or email huntx010 @umn.edu.

School-to-Work Resources

School-to-Work Internet Gateway (*www.stw.ed.gov/*). This site has a large variety of resources spanning many different topical areas. Check out their All Learners resource list.

All Means All Web Site Wizard Question and Answer Page (*www.ici.coled.umn.edu/all/questions.html*). Anyone with a question about anything to do with school-to-work — particularly about including all learners — can participate. Strategies, resources, real-life experiences, and common sense ideas will be shared through posting the questions and strategies on the Web site.

Federal Resources for Educational Excellence (*www.ed.gov/free*). Nearly 30 new federal resources have been added to this Web site developed by over 35 federal agencies to make hundreds of teaching and learning resources from across the federal government available — and searchable — in one place.

Ensuring Equity with Alternative Assessments — Pathways to School Improvement Web Site (*www.ncrel.org/sdrs/areas/as0cont.htm*). This excellent web resource discusses how the move toward universal high standards neccessitates unbiased assessment tools to ensure equity. The site identifies critical issues in assessment such as ensuring equity with alternative assessments and rethinking assessment and its role in supporting educational reform. The site contains many practical and informative links to complementary resources, including video and audio files.

Published by the All Means All School-to-Work Project, a collaborative project of the Institute on Community Integration (UAP), College of Education and Human Development, University of Minnesota, and the Interagency Office on Transition Services, Minnesota Department of Children, Families and Learning.

School to What? is a free publication. If you would like to be added to the mailing list or receive additional copies, contact Pam Stenhjem at (612) 625-3863, or email huntx010 @umn.edu.

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This publication is available in alternate formats upon request.

Back to Helpful Tools

UNIVERSITY OF MINNESOTA

school to What?

Spring 1999

What's Inside

Helping Students Lead the Way
Award-Winning School-to-Work Sites
Recruiting Students as STW System Builders
School-to-Work Resources

Helping Students Lead the Way

Building a school-to-work system that actually works can be, well, complicated, to say the least. Sometimes, our systems may not be working quite as well as we had hoped. At times it may seem as if we have tried everything and it still isn't generating the kind of enthusiasm and ownership we had anticipated from learners, parents, teachers, and the business community. So, we ask ourselves what in the world can be done to really make our school-to-work efforts count?

What we can, and must, do is *include the learners* in the planning, design, and discussion stages of developing school-to-work opportunities that help to build our systems. Ask them about what they like and dislike, what has been an excellent experience, what they need, and what they would change if given the chance. Give them an opportunity to share their insights and concerns, and to create and support a system which may have great impact on the rest of their lives. Youth and young adults will join us in our efforts to make their school and learning experiences more valuable.

Recently, a two-hour forum was held with a very diverse group of 16 students from a Minnesota high school. It began as a way to get feedback on the development of a new school-to-work resource, and turned out to be an intense brainstorming session on ways to make their school, work, and future planning experiences more valuable. We asked them, "If you could help design the system, what would you do? What opportunities would you provide? What advice would you give to the adults who currently control the system of opportunities?" They were extremely responsive, insightful in their answers, enthusiastic, mature, and quick-witted. More than anything else, they made the

meeting really fun and worthwhile. Some of the responses these students gave to our questions are listed below:

- Include more job-related components in classes, connect classes to work, show how to use academic information in a career and how it's connected to future skills we will need.
- We need more hands-on, contextual learning – we need to relate to something we like and enjoy. We need less paperwork and more activities like job shadowing, onsite visits and tours, mock interviews, and resume development.
- Don't ban the fun activities that can involve everyone in the school. They keep us motivated, and when we are doing things we are invested in, we get into less trouble and find school more worthwhile.
- Ask what kids want, and truly listen. Let us give input and don't discourage us. We take on a lot of responsibility already in our lives; we want and need mutual respect.
- We want teachers to be mentors and friends, and employers to know, understand, and support us.
- We need a broad range of exposure before choosing a career. Ninth grade is too early to make permanent choices!
- You need to market this better and get information into the hands of the students. No one has ever even said the words, "school-to-work" to us before.
- Include us. Ask us for our help and ideas. Let us be part of the process in building this system. Let us have some ownership. Don't underestimate us. Understand that we are not as young as you think we are, but we don't know everything either!

Start now with including students as leaders in school-to-work. It's the only way to ensure that they will find our systems truly responsive, meaningful, and valuable.

Contributed by Pam Stenhjem, Coordinator, All Means All School-to-Work Project, Institute on Community Integration, University of Minnesota, Minneapolis. She may be reached at (612) 625-3863.

Award-Winning School-to-Work Sites

The All Means All School-to- Work Award is given to partners in school-to-work systems that provide choice, access, and participation to all of their learners. All nine

award profiles are available on the project Web site (*www.ici.coled.umn.edu/all*). This issue of *School to What?* highlights four of the current award sites.

Mid-Del Career Connection

Mid-Del Career Connection is a school-to-work system located in Midwest City, Oklahoma. It is dedicated to ensuring that ALL students are provided a more relevant education, better employment prospects, positive adult role models, and many school-to-work experiences. Mid-Del reaches all learners in grades K-12+ and activities are systemically aligned as students pass from elementary, to middle and then high school. One example of its support for the success of all learners is *Skills for Success,* large posters outlining the soft skills necessary to succeed in the workplace; they have been placed in all classrooms (K-12), and reduced copies of the posters are given to all students. In conjunction with the posters, work ethics are discussed daily with students in all classrooms.

For more information on Mid-Del Career Connection contact Dr. Ellen Wortham, Career Connection Coordinator, at (405) 737-4461, ext. 245.

Mid-Columbia School-to-Work System

The Mid-Columbia School-to-Work system in Hood River, Oregon, has an integrated system that uses the foundations of the Youth Transition Program (a program originally designed for students with disabilities) to ensure every student participates. Each of the system's 12 high schools has implemented school-to-work for all students, and all opportunities offered through this system have the necessary components of work-based, school-based and connecting activities. Among components of the system are transition plans and career portfolios for every student, a community experience such as half-day job shadow, internships, mentorships, extended job shadows, and a student-operated business in each of the 12 schools.

For more information on the Mid-Columbia School-to-Work System, contact Stevie Blakely, Work Experience Coordinator, at (541) 387-5034 or by e-mail at sblakely@ hoodriver. k12.or.us.

Shelley High School Solutions Program

Shelley High School is part of a rural community in Idaho that has very few businesses, most of which are quite small. Students simply do not have opportunities to experience career exploration using traditional school-to-work methods. The solution has been to provide ALL students with the opportunity to enroll in the Solutions class, where they develop projects that address actual, "real world" problems identified as needs by business owners and professionals in their local community. Students select projects that will give them

experience in particular career pathways and are then provided with assistance and mentoring by business partners in solving these problems. The experience may lead to a potential career choice or to entrepreneurial businesses that will continue within the community after projects are completed. An example of Solutions projects is one in which students developed a tissue culture business with a local potato grower and the University of Idaho.

For more information on the Solutions Program contact H. Michael Winston, Teacher, at (208) 357-7400, ext. 410, or mwinston@sd00.k12.id.us.

YouthBuild McLean County

YouthBuild McLean County in Bloomington, Illinois, is a 35 hour per week program targeting young adults, ages 16-24, who are unemployed, have dropped out of school, and have no apparent path to a productive future. The youth spend 50% of their time in a classroom and 50% of their time on a job site learning how to build homes which are then sold to low-income members of the community. Participants are educated through hands-on job training in the area of construction, but are also provided intensive support, guidance, and assistance with any individual career path that is chosen by each student. Vocational and remedial education, study toward a general equivalency diploma, and preparation for higher education are provided as support for reaching academic goals. Students also participate in leadership development activities, which are integrated throughout the program, and have access to personal counseling, peer support groups, and life-planning processes. Young people share in the governance and operation of the whole program, and actively participate in community affairs.

For more information contact Suzanne Fitzgerald, Executive Director, or Susan Dornbush, Classroom Educator, at (309) 827-7507 or by e-mail at youthbld@ice.net.

Recruiting Students as STW System Builders

Involving students in the planning, design, and implementation of school-to-work efforts is really not that difficult. It takes an open mind, a willingness to try something new, and the ability to be flexible as collaboration with students progresses. Working with students to really build a system that they like and want to be a part of not only helps them to own the system, but makes our work more meaningful and a lot more fun. Students are eager participants if they are given clear and interesting information that directly pertains to their

world and their experiences. There are a variety of strategies to communicate that information. We chose to hold a student forum to help students understand school-to-work options, how school-to-work is related to their goals, and how they can participate in making the system work. Described below is the process used to develop that forum.

Identifying the Purpose

Our initial purpose for holding the forum was to get feedback from students on a school-to-work resource being developed; that purpose expanded as we met with the students and discovered they were interested in addressing even bigger school-to-work issues. This gave us a specific goal to work toward. Having a clear purpose that can be shared with students will ensure that time spent by all is worthwhile. Questions to ask in the first stage of planning include: What is the purpose of holding a student forum, how will we identify students to participate, how will we organize our forum, what are the outcomes we want to accomplish, and how will we follow-up with students?

Recruiting the Students

We wanted a diverse group of students that could respond to questions of access and choice for all learners in school-to-work opportunities. We worked with an administrative intern at the high school to identify a group of 16 students in grades 9-12 who came from a variety of learning environments, belonged to different student social and peer groups, and had a wide range of value systems and interests. They had in common a third period study hall and we discovered this to be a great time to hold our forum.

Organizing Forum Activities

We planned for a two-hour forum based on the average length of student classes and how long we felt they could reasonably be expected to focus on our questions. Many of the students had seen one another in the hallways, but did not know each other very well, so we started with an informal icebreaker activity along with a brief overview of the school-to-work movement, how and why it was started, and its overall purpose. Our next step was to break up into teams and have in-depth discussions with students by asking a series of questions about their school-to-work system and experiences. Students were given the opportunity to play specific roles, such as taking notes on an overhead and presenting to the large group at the end. The forum concluded with a large group presentation and discussion of what to do with the

gathered information.

Developing Forum Outcomes and Follow-up

We developed the forum based on a need that we had, but our expectations changed when we realized that the information provided by the students was indicating a need for something more. When it became clear that the students were very passionate and wanted to be involved, we knew we had to do something we hadn't planned on – take the process to the next step by providing follow-up and continued support to students. This was critical in maintaining trust with them.

Students agreed that they wanted to do something to change their current system of school-to-work opportunities. They decided to invite their school board, several of their favorite teachers, and their principal to come and discuss ideas over pizza and pop. With help from staff, they planned dates and developed a draft letter before they left the forum. The school intern sent the letter and followed up with students on the process. When the discussion happens in late May, the students plan to make an informal presentation and recommendations, as well as ask for support and a team effort to improve their system of opportunities.

Conclusion

Students left the forum feeling invested, interested, and committed to the next step in the process of changing their system. The school intern reported that a "buzz" had started at the school that day, with students telling other students about what they learned. We all learned a tremendous amount just by hearing what students had to say. They are fantastic partners in school-to-work efforts, and they can play a tremendous role, if given the chance. We just need to have the foresight and wisdom to provide that chance.

Contributed by Pam Stenhjem, Coordinator, All Means All School-to-Work Project, Institute on Community Integration, University of Minnesota, Minneapolis. She can be reached at (612) 625-3863.

School-to-Work Resources

Northwest Center for Equity and Diversity (www.edcc.etc.edu/nwcenter). A Website promoting gender equity and cultural diversity in education, business, and the community. The site includes the STW Mentoring Project Network, ideas for promoting equity

in STW legislation, resources, and more.

Work-Based Learning Manual. A resource for work-based educators, employers, and community professionals creating work-based experiences for all learners. It includes guidelines for best practices, child labor law considerations, liability issues, and much more. To order contact Deb Parkos, MCIS/Office of Lifework Development, Minnesota Department of Children, Families and Learning, (651) 582-8321 or e-mail at debbie.parkos @state.mn.us.

Take Action Guide (www.ruralschools.org). This online guide is part of an initiative to help rural school districts plan for school improvement. The guide outlines a one-day workshop to help focus attention on ways to gain community support and plan activities.

Ensuring Access, Equity, and Quality for Students with Disabilities in School-to-Work Systems. Developed by the Center for Law and Education and the National Transition Network, this handbook helps state and local administrators be aware of key federal legislation and policies that specifically address participation of youth with disabilities in the full range of school-to-work opportunities. To order contact the Publications Office, Institute on Community Integration, University of Minnesota, (612) 624-4512.

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What's Inside

Creating a Climate of Welcome
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Creating a Climate of Welcome

Ensuring access by all learners to school and community learning experiences requires creation of a positive, welcoming environment by all partners – schools, businesses, and community organizations. However, we can often be at a loss as to how to accomplish this.

In their book, Reclaiming Youth at Risk, authors Brendtro, Brokenleg, and Van Bockern share a model of youth empowerment called The Circle of Courage. It is based on three areas of extensive research: contemporary developmental findings, the wisdom and teachings of early youth workers and pioneers, and Native American theories about raising children. According to their model, a positive culture or "reclaiming environment" is one that communicates to and shares with youth the following four core values:

- Belonging: Significance is fostered through a community that acknowledges our universal need for belonging. This means I am a welcomed member of my community, I am valuable and worthwhile, and I have gifts and talents to share.
- Mastery: Competence is achieved by guaranteed opportunities for mastery. Children are taught to see someone with more skill not as a rival, but as a model for learning. This means I can achieve my goals, I have the ability and support to understand my world, and my competence in achieving personal goals is recognized and encouraged.
- Independence: Power is nurtured by a rich respect for each individual's independence. In comparison to early European and western models of discipline focusing on obedience, teaching in the Native community is engineered to build respect

and teach inner control. From earliest years, children make decisions, solve their own problems, and are encouraged to take personal responsibility. This means I am an individual, as well as a member of my community; I have the freedom to choose my goals and take responsibility for my successes and failures; and I am encouraged in my independence.

- Generosity: Integrity and virtue are reflected through the value of generosity. The main objective is to teach children and youth the importance of being generous and unselfish. This means I have something to give back, I share my gifts and talents with others, and my community values my contributions and assets.

The Circle of Courage promotes and supports a reclaiming environment. To reclaim is to recover and redeem, to restore value to something that has been devalued. A reclaiming environment creates changes that meet the needs of both the young person and society. It embodies ideals that can provide a pathway to leading valuable, meaningful, enriching lives, as well as respect and value for youth. These concepts provide a place to start in our daily work with all youth through school and community learning experiences. In schools, youth organizations, and communities across the country, the reclaiming environment is being embraced as a way to ensure that all youth are equally valued, and equally valuable.

What will you do to welcome and embrace every learner? Challenge yourself to promote and develop a welcoming, reclaiming environment for all youth. Be a part of something positive and create a lasting, meaningful impact on the lives of the learners with whom you spend your time!

Reference: Brendtro, L.K., Brokenleg, M., & Bockern, S.V. (1998). Reclaiming youth at risk: Our hope for the future. Bloomington, IN: National Educational Service.

Contributed by Pam Stenhjem, Coor-dinator, All Means All School-to-Work Project, Institute on Community Integration, University of Minnesota, Minneapolis. She may be reached at 612/625-3863. The book Reclaiming Youth at Risk is available from the Reclaiming Youth Library, 888/647-2532 or 605/647-2532; it may also be ordered at www.reclaiming.com.

Award-Winning School-to-Work Sites

The All Means All School-to-Work Award has been given to those across the country who use strategies that

provide equal choice, access, and participation to all learners within their school-to-work system. All 21 award site pro-files can be viewed on the project Website at www.ici.coled.umn.edu/all /award.html. This issue highlights two of these award sites.

Manistique Area Schools

Manistique is an isolated community of approximately 4,500 persons in Michigan. Typically, its high school graduates would head for the city limits with diplomas in hand after graduation. Business people were not all that unhappy to see some of the graduates leave the area because they were poorly prepared for the workforce. Yet, businesses also needed a pool of qualified em-ployees with good job skills.

In response to this need for the community to retain graduates who have the skills to enter the local workforce, a school-to-work system was developed. It is open to all students at all grade levels in the district, including students at the high school, middle school, alternative high school, and the four ele-mentary schools. Curricula and materials have been developed along with accompanying activities for each of the grade levels, and the system is integrated and intertwined so that all activities build upon one another for a more holistic experience for every learner. A few of the many examples of system components include:

- Exploration of sixty-six occupations in six career clusters for students in grades K–5. The clusters are explored with the aid of storybooks, accompanying activities, guest speakers, and visits to job sites.
- The use of a software program called Career-O-Rom-A by fifth grade students; it includes book-lets purchased by a local business to help students complete a career interest inventory. The inventory helps to determine in which career cluster they might want to do a job-shadowing experience.
- In the eighth grade, students begin keeping a portfolio and also hear a presentation which relates school activities, personal habits, and attitudes to the workplace.

School-to-work in Manistique was built from the ground up with full community involvement from business people, educators, and parents. For more information on the Manistique Area Schools school-to-work strategies, contact Holly Harwood, Michigan Works!, Escanaba, 906/789-0558.

Largo Medical Center

Largo Medical Center in Florida has added a new dimension to school-to-work partnerships through col-laboration with Pinellas County Schools. The partnership has result-ed in a variety of opportunities for students, including internships, volunteer positions, and a community-based instruction program. The driving force behind these efforts is a goal of preparing all interested stu-dents for the workplace by exposing them to various careers in the medi-cal field. Students are taught about the responsibilities and educational requirements for a career in the field, while at the same time meeting immediate staffing needs for Largo Medical Center.

—One example of an opportunity that has grown out of the partnership is the Community-Based Instruction Program. Through the multi-faceted program, students prepare for a community-based internship while still in the classroom. They develop career portfolios that follow them through high school and into postsecondary edu-cation and employment. As they gain work experience, career plan-ning continues in the classroom. Students receive individualized instruction through the use of interest inventories and program shadowing to reinforce competencies. Role-playing, videos, field trips, and guest speakers are utilized to determine the student's individual career and postsecondary options. Students build self-confidence through mastery of these employment skills. And, the skills learned in the classroom are reinforced at the worksite. Students in the community-based instruction program rotate through positions every six weeks, gaining experience in the Human Resources, Telecommunications, Surgery, Nursing, Medical Records, Outpatient Services, Print Shop Services, Radiology, Pulmonary, Engineering, Supply and Purchasing, Dietary, Housekeeping, Emergency Room, and Sterile Linen departments. As students master simple tasks they are encouraged to move onto more complex duties within a given position.

—For more information on the Largo Medical Center and Pinnellas County Schools school-to-work strategies, contact Karlton Ballard, Pinellas County Schools, Largo, Florida, 813/588-6540.

Learning From Experience

Getting out and seeing the world. Getting your hands dirty. Learning from doing. This is known as experiential learn-ing and it's not a new concept. The theory supporting hands-on, real-life training for a trade has been active for hundreds of years. YouthBuild McLean

County, a comprehensive youth and community development program targeting low-income and at-risk youth, recently took this age-old practice and modified it for edu-cational purposes, with great success.

...We planned an experiential learning trip to South Dakota with a group of young adults participating in our program. There were multiple goals behind this trip: rediscovering pieces of American history on-location, studying the culture of the Native American tribes, comparing and contrasting the geographical terrain with our own, and providing an opportunity for young people to plan their own personal exploration through travel. The goal was not only to have our youth leave with a solid educational base and real-life skills, but to take with them a life-long memory.

—The following steps used to create this experience can help others to create similar experiential learning projects or experiences with youth:

- Getting Started. Give students a chance to choose the type of experience they want to participate in and to actually work out the logistical details. In this case, the students were given an oppor-tunity to choose the location for their class trip. "I didn't really believe it was going to happen – that I would get to see Mt. Rushmore or anything. Sometimes it's hard to believe that good things can really happen" Amon Phillips, a student, shared.
- Doing the Research. Once a pro-ject or experience has been identi-fied, have students gather as much information as possible about the topic. For our group, areas of interest included historical background, unusual scenery, environmental perks such as hiking or fishing, and famous landmarks. Students used the Internet, encyclopedias, travel magazines, library books, and visits to area booksellers to gather information. "Accessing maps and estimating arrival times on the Net was excellent," said one student, Robert Wright. "You could find directions, distances, and how long it would take to drive there."
- Ensuring Diverse Learning. Make sure your experience has a diverse array of learning opportunities. Our trip included camping at Custer State Park and educational visits to Mount Rushmore, Dead-wood (the resting place of Wild Bill Hickock and Calamity Jane), and a tour of the awe-inspiring Crazy Horse Memorial.
- Including Service Learning. There are many service-centered organizations throughout the

country that can provide opportunities. Choose one that best suits your groups' abilities. Our trip was incredible, but the serv-ice component was the vital key that tied all aspects together; it created a dialogue of purpose. We spent a day on the Pine Ridge Reservation where we connected with YouthBuild of Chadron, Nebraska, to assist the national effort to repair the damage from a series of tornadoes. "I really felt like I was doing something worthwhile. I saw for myself how the tornadoes hurt the people and was glad to lend a hand (and a strong shoulder), to help them out," said Robert Wright.

- Funding Your Experience. Fund-ing must be considered when planning for an in-depth experiential activity. We paid for our trip through student collections and money left over from field trip funds. We also worked with a reasonable, set budget – we found out true costs, left nothing out, and estimated accurately. Another tactic is to contact businesses and ask if there is a way to earn the money. Many businesses have tasks that could be completed by students dedicated to raising their own funds. Prepare a brief outline of the "who, what, when, where, why and hows"; most businesses need proof of where the money will be going, so be one step ahead of the game.
- Staffing Your Learning Experience. Make certain that the people you chose to supervise truly want to be part of the pro-ject or experience. Part of the reason that our trip was so suc-cessful was the love of both students and travel that was held by the staff members. Seek out staff interested in pursuing an endeavor of this magnitude and offer support. One staff member per three students is an approximate average. Try to pull together a group with varying interests and skills to expand the "teachable moments."

  Let your dreams fly. This type of activity will stretch your time and patience to some extent, but believe me when I say, "It's worth the work"!

Contributed by Susan Dornbush, YouthBuild McLean County, Bloomington, Illinois. For further information on planning a trip such as this, contact her at 309/827-7507 or Youthbld@davesworld.net.

School-to-Work Resources

School-to-What? Check it Out! Day-Planner Inserts
This is a new tool produced by the School-to-Work

Technical Assistance Project at the Institute on Community Integration, University of Minnesota. Its purpose is to support investment in all learners through access to school and community learning experiences. The materials include lami-nated, full-color, day-planner inserts for students, school staff, employers, and parents; a student Personal Assets & Goal Setting Sheet; and a how-to manual for school staff with ideas on using the day-planner inserts with students. For a limited time a sample packet and free trial package of up to 50 of each insert are both available. To request the sample packet with information on ordering the trial package, call the Institute's Publications Office at 612/624-4512.

Reclaiming Youth At Risk Website (www.reclaiming.com)
This is a Website dedicated to the sharing of ideas, resources, and information for reclaiming youth at risk. The con-tent is also applicable to all children and youth. The site offers information on free resources, The Journal of Reclaiming Youth, a bookstore, semi-nars, and more.

The Scapegoat Generation: America's War on Adolescents
This book by Mike A. Males (1996, Common Courage Press) challenges youth-bashing and punitive strategies fueled by media, political rhetoric, and even youth professionals. It dramatically reframes the debate with extensive research and supporting data debunking myths about youth problems. Available through local book stores.

Published by the All Means All School-to-Work Project, a collaborative project of the Institute on Community Integration (UAP), College of Education and Human Development, University of Minnesota, and the Interagency Office on Transition Services, Minnesota Department of Children, Families and Learning.

School to What? is a free publication. If you would like to be added to the mailing list or receive additional copies, contact Pam Stenhjem at (612) 625-3863, or email huntx010 @umn edu.

The views expressed in School to What? are those of the authors and do not necessarily reflect the views of the All Means All School-to-Work Project; Minnesota Department of Children, Families and Learning; Institute on Community Integration or their funding sources. The University of Minnesota and the Minnesota Department of Children, Families and Learning are equal opportunity employers and educators.

This publication is available in alternate formats upon request.

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UNIVERSITY OF MINNESOTA
school to What?
Winter 2000

What's Inside

Resumé Writing: Sharing Your Life Story
Award Site Profiles
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Resumé Writing: Sharing Your Life Story

Most of us, at one time or another, have asked these types of questions: "What am I really good at in life? What are my skills? My talents? My gifts?" For most of us, it is probably easier to identify what we don't do well, rather than where we excel. However, that is exactly what we must do when we create a resumé! Creating a resumé is really about creating a glorious story – one that will present our best and most accomplished selves to the world at large.

There are many different ways and unique strategies we can use to share ourselves with others. One tool that we all need – the resumé – can help every student learn how to communicate and to practice sharing their life story. Ask yourself these questions: When I work with students, how do I support students to –

- share their accomplishments – those things of which they are most proud?
- identify their gifts, their strengths, their talents, and their skills?
- communicate with others about courses taken, jobs held, extracurricular activities and volunteer work, and awards and recognition?

Building a resumé could actually be thought of as helping students learn how to share their gifts.

So how can schools assist students in developing resumés that are really useful and that reflect each student's own unique contribution to life and the world around them? The book, *Creating Your High School Resumé*, was designed as a workbook to guide all students in building their resumés. One way shared through this guide is to teach resumé writing in your

classes. Through resumé writing, you can make a difference in the lives of your students and, in turn, help them to help themselves. The process of resumé writing is a learning experience; it can provide clear direction in students' lives through building upon their interests, school activities, skills, and what they want in future careers! Resumé writing can be a way to get students motivated to join in activities that they might enjoy and to become skilled or knowledgeable in a field of interest.

—With the development of a really good resumé, youth can begin to see that they are accomplished and have much to be proud of. For students who may never have become involved in school or community activities, it could be just the ticket to helping them begin.

—Resumés can also help students to see trends in their interests and skills. Resumés can be ongoing records of a student's life story, can become part of a larger portfolio showcase, and can be used as part of a holistic process for future planning. When students have been through a basic resumé-writing curriculum, they'll have a hands-on product they can be proud to show families, teachers, and future employers.

—Resumé writing can be taught in any class by any teacher. Students frequently look to their teachers for guidance and many times will cite teachers as their most trusted confidantes and inspiring mentors. You can start today by supporting students to become more involved in their schools, in their communities, and to take to pride in themselves through identifying their best abilities and accomplishments.

Contributed by Kathryn Kraemer Troutman, author of *Creating Your High School Resume* (1999).

For more information on how to integrate resumé writing into the curriculum, teachers of any grade level may find the step-by-step approach to resumé writing presented in her book to be useful. For ordering information or to review the book's table of contents, visit the Resume Place Website at www.resume-place.com, link to the teen segment at www.teenresumes.com, or call (888) 480-8265.

Award-Winning School-to-Work Sites

The All Means All School-to-Work Award is given to partners in school-to-work systems that provide choice, access, and participation to all of their learners. All of the award site profiles are available on the project Website at ici.umn.edu/all/award.html. This issue of *School to What?* highlights three of the current award sites. Given the dynamic and fluid nature of the School-to-Work Initiative, project sites may have grown,

evolved, or changed significantly. Contact sites individually for updates on their current status and projects.

Linking Learning to Life

Linking Learning to Life (LLL) is a school-to-career partnership of the Burlington (VT) School District, the Lake Champlain Regional Chamber of Commerce, and the University of Vermont. Its mission is "to improve the educational performance and advancement, and the employment and career prospects, of all Burlington students." It combines work-based learning strategies such as employer visits, service learning, and long-term internships with student reflection on interests and goals. One of the most powerful tools for bringing about this reflection and action is the Individual Student Development (or Career) Portfolio. Linking Learning to Life initiated portfolios last year with all 9th graders at Burlington High School, and plans to expand to other grades each year, gradually involving all students. Portfolio support is provided to students, teachers, and parents by district staff through the Career Direction Center at the high school. This approach bridges school, home, and career life, creating a full community supporting all students. The partnership has also expanded its program to assume a leadership role by convening a citywide team focused on meeting the needs of out-of-school youth, bringing them into community with schools, community-based organizations, and the city.

For more information, contact Rich Tulikangas, Director, at (802) 951-3850, or by e-mail at rtulikangas@burlhs.k12.vt.us

The Entrepreneurial Immersion Program

Close to 10 years ago, the Silver Spring Elementary School, in Milwaukee, Wisconsin, realized the need to change its curriculum. The new focus was based on a need to enhance the achievement of all students through cooperative sharing of resources. It offered students a number of positive role models and established links between the school and business, industry, and education. The Silver Spring Elementary School Entrepreneurial Immersion Program is the end result. This program includes development of business skills, technology, math, career awareness, communication, and work-like simulated experiences for all students. To teach these skills, each classroom creates and operates an individual business, designed collaboratively by teachers and students. Business training facilities, offices, businesses, and manufacturing areas have

become learning sites for the K-6 students at Silver Spring, as they learn how to create and run their businesses. The mentor/tutor program at the school offers all students a one-to-one relationship with a positive role model to encourage, support, and enhance classroom learning.

One of the personal stories coming out of this program tells of a 5th grade participant who was interviewed by bank personnel at a local bank as part of a mock-interview exercise. When the interviewer asked if the student had any questions, the girl (interviewing for the position of bank teller) asked, "What is your job?" He replied, "A manager." The student said, "That's the job I'd like to have."

—For more information, contact the Silver Spring Elementary School at (414) 228-8630.

St. Charles County School-to-Work Consortium

The St. Charles County School-to-Work Consortium has developed a week-long career awareness camp, designed to help all students under-stand the range of careers available within the six career pathways adopted by the state of Missouri. The camp is open to students going into 7th and 8th grades to prepare them for the career units they are required to complete as 8th graders. The activities for each day in this 40-hour camp curriculum include team building exercises (fun and games developed with all students in mind), career development activities, and career exploration in at least one career pathway. Segments of "The Real Game" are used to emphasize goal and priority setting, as well as time and money management. The entire community comes together in developing the consortium responsible for creating and directing the camp, with representatives from every school district in the county, various businesses and industries, social service agencies, an at-risk agency, and students and parents themselves.

—For more information, contact Arlene Hoffman at (314) 922-8342, or by e-mail at ahoffman@chuck.stchas.edu

Building Resumés in the Classroom

Helping students learn to write a resumé can't be that hard, can it? After all, most of us have had to create one at one time or another, right? But integrating this into our curriculum might be a little more difficult.

—One method that has been quite useful in a classroom setting is called a "section-by-section" approach to resumé writing. This approach makes it easier for students to understand the purpose of developing a

resumé, as well as how to actually pull it together. Presenting the resumé in sections also makes the process less overwhelming and, believe it or not, even fun! The development of a resumé may be the first chance some students have had to identify and share what they do really well. Students can also be surprised that they have so much to include in their resumés! This can be an extremely rewarding experience for teachers as well – the knowledge that you have helped each student to feel good about themselves, to share their gifts, and to realize their potential. So, where should you start?

1. **My Personal Assets**. Ask students to develop a list of personal assets that may eventually be added to their resumés. Students may not know where to begin, so provide some examples, such as interests or activities in school, participation in community events or clubs, new skills they have dev-eloped, a special course taken, a job shadowing or work experience opportunity, awards they have won, or doing well at a job they currently hold.
2. **Small Group Bragging.** This is the fun part! With enough time, students can break into groups of four to eight so that everyone can share what they have written. This allows students to brag, learn, laugh, and enjoy talking about their accomplishments. They also get a chance to hear about others' accomplishments. It's a rare and valuable time for students to talk about their own achievements and to learn from others.

Using this model, teachers can walk students through all of the following *essential* resumé components:

- **Personal Information:** Name, address, phone number, e-mail and fax number. This is also a good time to help students identify what not to share – information that is private and not required on a resumé, such as a Social Security number.
- **Education:** A student's educational history can include their school name, address, and expected graduation date.
- **Special Curriculum:** This might include college preparatory courses, technical and career preparation courses, as well as other specific courses a student may be especially proud of.
- **Honors:** These can be community-based or academic. Any award, recognition, or honor received can be shared here. Remember, no honor

is "too small" to include!

- **Activities:** This includes both the student's role and the organ-ization's. Examples might include, "Point Guard, JV Basketball," "Editor, Oriole Sentinel School Newspaper," or "Drummer, Kiwanis Youth Jazz Band."
- **Workshops/Summer Programs:** This might include summer camp or workshops and lessons for theater, athletics, writing, music and other interests.
- **Work Experience and Internships:** Many students work at jobs in the community, during the summer, on vacations, or after school that demonstrate the ability to get to work, manage both work and school, and communicate with the public. Internships can be included here just like "real jobs." This could also include other types of career exposure, such as field trips, job shadowing, mentoring, as well as career-related lectures and training.
- **Community Service:** This can include such things as volunteer work in the neighborhood, on committees, and with events, as well as being a member of comm-unity organizations or boards.
- **Skills:** All students have soft and hard skills. Soft skills can include things that might be referred to as personal qualities/assets: responsible, loyal, hard-working, energetic, etc. Hard skills are more concrete and can be demonstrated: Proficient in Microsoft Word 7.0, extensive public speaking, skilled at research and writing. These skills are important to add to the resumé, both for future employers and for the students' own sense of satisfaction and accomplishment.

—Additional skills and techniques students can learn in order to put their best foot forward include how to market their resumés, write good cover letters and fax cover letters, develop mentors and networks, use the Internet to search for jobs, identify key words to use on resumés, and develop a portfolio to showcase their accomplishments. Help students learn to help themselves – integrate resumé writing into your curriculum today!

Contributed by Kathryn Kraemer Troutman, author of *Creating Your High School Resume* (1999), published by Jist Works, Inc.

School-to-Work Resources

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Reclaiming our Prodigal Sons and Daughters by Larry Brendtro and Scott Larson. Offers a penetrating portrayal of the rootlessness of many of today's youth and a powerful four-step plan for reaching them. Based on the best research and practice available on positive youth development. Published by the National Educational Service and available from The Reclaiming Youth Network at (888) 647-2532 or www.reclaiming.com/bookstore/

The Kid's Guide to Service Projects by Barbara Lewis. Over 500 service ideas for youth who want to make a difference, from simple things you can do on your own to large-scale commitments that involve whole communities. Published by Free Spirit Publishing and available from The Reclaiming Youth Network at (888) 647-2532 or www.reclaiming.com/bookstore/

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